



SEND Policy and Information Report

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1. Objectives of the Policy

At Rokeby Primary School we aim to be an inclusive place for learning that celebrates the uniqueness of all children, and gives them the best opportunity to succeed in all they do. The objectives of this policy are:

To ensure the needs of all pupils with SEND are met through a positive culture, good management and appropriate deployment of resources

To ensure that all pupils with SEND are enabled to reach their full potential, taking into account targets based on prior attainment and teacher assessment

To ensure that all pupils are enabled to enjoy their time in school

To identify any pupil's SEND as early as possible in order to put in place appropriate interventions and resources

To enable full participation alongside other pupils

To ensure that pupils with SEND, where there may be a vulnerability, are kept safe at all times within the school environment and are enabled to integrate as fully as possible with the school population having equal opportunities.

To correspond to all SEND requirements and provisions contained in the SEND Code of Practice 2014

To ensure all working practice is kept in line with current local and national policies relating to SEND

To work in partnership with parents, pupils, educational professionals and external agencies to enable the best possible outcomes for our children

To access and utilise all available resources, training opportunities and funding in order to provide the best possible outcomes for our children.

2. Definition of Special Educational Needs and Disabilities (SEND)

The special educational needs code of Practice:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them." Code of Practice, 2014

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

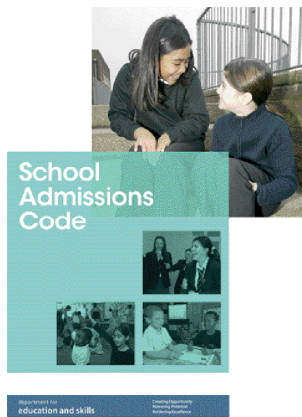
A child under compulsory school age has special educational needs if they fall within the definitions above or would so do if special educational provision was not made for them. (Clause 20 Children and Families Bill).

There are four areas of need set out in the code of practice, these are:

- Cognition and Learning
- Social, Emotional and Mental Health
- Communication and Interaction
- Sensory and/or Physical

3. Admission arrangements

Admissions to Rokeby Primary School should be made through Warwickshire County Council who comply with the school admissions code (2014).



4. The role of the SENCo and SEN Governors

The SENCo at Rokeby Primary school is Miss Caroline Woodhill who has completed 'The National Award for Special Educational Needs and Disabilities Coordination'.

You can contact Miss Woodhill on 01788 814399 or email: woodhill.c@welearn365.com.

The key responsibilities of the SENCo include:

- overseeing the day-to-day operation of the school's SEN policy

- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

The SEN Governor at Rokeby Primary School is Jane Richards

The SEN Governors meet regularly with the SENCo. Their role, on behalf of the Local governing body, is to monitor progress and provision for pupils with SEN and to monitor the budget for Special Educational Needs.

5. Facilities for vulnerable pupils or those with SEND

Rokeby Primary School benefits from the following facilities:

- On-site Nurture Group for pupils with Social, Emotional and Mental Health difficulties. The nurture group runs 4 afternoon sessions per week and is staffed by two Nurture Trained members of staff. The Nurture Group is overseen by the SENCo who has also completed the 3 day Nurture Group training.
- A sensory room set up in conjunction with an Occupational Therapist where pupils can take part in exercises to develop gross motor skills.

- A lunchtime social skills group run by a Nurture Trained member of staff.
- Disabled toilets / changing room
- Wheelchair access throughout the school

6. Partnership with Brooke School

Rokeby's partnership with Brooke School enables some children who are on roll at Brooke to attend school Rokeby either full or part time depending on their individual needs. Brooke Partnership pupils are supported by a Partnership Teacher who is based at Rokeby supporting Brooke Partnership pupils and liaising with Rokeby staff.

The partnership also enables Rokeby pupils to benefit from some of the facilities at Brooke school such as sensory circuits.

See Brooke School Partnerships document for more details.

7. Identification and review of pupil needs

The rate of progress a child makes is carefully tracked and monitored during their time at Rokeby Primary School. If their rate of progress is slow despite high quality teaching and targeted interventions, the class teacher will refer the child to the school's Special Educational Needs Coordinator (SENCo).

The SENCo will liaise with the child's parents, class teacher and other staff who may have supported the child; complete diagnostic work with the child if appropriate; and refer the child (with parental consent) to specialist professionals who work with the SENCo (e.g. Specialist Teaching Service, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, etc.). Other professionals (external agencies) may also raise concerns via the SENCo, which may also lead to identification of pupils with SEND. The SEND register will be updated to reflect these changes.

Once this information has been gathered, a meeting will be arranged with parents and professionals to discuss the child's needs and the appropriate actions that need to be taken to help support their learning, including adding the child to the school's SEN register. This is known as School Support.

At Rokeby we follow a four-part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are:

- Assess

- Plan
- Do
- Review.

Parents, pupils, teachers and other professionals are all involved in the review process.

Once a child has been identified as having SEND an Individual Learning Plan will be put in place and short term targets will be set. These targets should reflect any advice from external professionals and should be Specific, Measurable, Achievable and Relevant. The Learning Plan will be shared with pupils and parents and targets will be reviewed termly by the class teacher. For pupils who have an Education, Health Care Plan the SENCo will be involved in the setting and reviewing of targets.

Records of all SEN pupils are stored on a database which allows staff to access and update information easily. This is overseen and managed by the SENCo.

8. Provision for pupils with SEND

At Rokeby we aim to provide high quality teaching that is differentiated and personalised to meet the individual needs of our children.

We want to ensure our special educational provision is underpinned by high quality teaching and that teachers know precisely where children and young people with SEN are in their learning and development.

As for all of our pupils, we have high ambitions and set stretching targets for pupils with SEND.

All provisions are tracked on a Provision Map and linked to Individual Learning Plans. Provisions are kept under review (observations, learning walks, data analysis, book monitoring etc.) and the impact of provision is evaluated termly.

Provision Overview

	Cognition and Learning	Social, Mental and Emotional Health	Communication and Interaction	Sensory and/or Physical
Universal	All children receive quality first teaching			

Targeted	<ul style="list-style-type: none"> Wellcomm (EYFS) Phonics Catch-Up In class group support Small group work Daily readers Blaze reading 	<ul style="list-style-type: none"> PSHE small group activities Circle time Lunch clubs Fiddle toys Circle of Friends Meet and Greet 	<ul style="list-style-type: none"> Wellcomm (EYFS) Additional Link/Communication Books Visuals 	<ul style="list-style-type: none"> Interventions as directed by Specialist Teacher Service/EP service Sensory room / sensory diet Fiddle toys / chewelry
Higher needs	<ul style="list-style-type: none"> 1:1 in-class support SpLD programme (1:1) from STS Tailored interventions as directed by Specialist Teacher Service Direct Instruction/Precision Teaching 	<ul style="list-style-type: none"> Family support Nurture Group 1:1 in class support Positive Behaviour Rewards / Trackers Lunchtime social group Interventions as directed by Specialist Teacher Service Fiddle toys 	<ul style="list-style-type: none"> 1:1 speech and language with SALT Makaton Now/Next routines Communication Books as needed Interventions as directed by Specialist Teacher Service Social communication group 	<ul style="list-style-type: none"> Physiotherapy programme Occupational Health Programme Use of specific resources/equipment Toileting support Hearing Impaired support Visual Impaired support Interventions as directed by Specialist Teacher Service Sensory breaks Sensory circuits

9. Statutory Assessment

Most learners with SEN will have their needs met through the school making reasonable adjustments to remove or reduce barriers to learning. For a small percentage of pupils the additional support and strategies employed by the school will not be enough to enable sufficient progress to be made. In such cases, or if there is significant cause for concern, a request for statutory assessment will be made by the school to the LA (only with parental permission).

Warwickshire County Council will consider whether an EHC Needs Assessment of a learner's difficulties is appropriate against the following criteria:

Criteria 1

The learner's needs are significantly greater than other learners the same age, and are likely to be long term. They require significant, continuing additional support to promote their emotional wellbeing, social inclusion and/or develop their life and independence skills. The learner has either one area of

severe difficulty, or moderate to severe difficulties in a number of areas which have a significant, combined impact upon their ability to access, and make progress within, the curriculum.

Criteria 2

A graduated response to the learner's special educational needs (an assess-plan-do-review cycle) has been followed, involving the educational setting, the learner, and the learner's parents/carers. The learner has received the appropriate support from Elements 1 and 2 of the Warwickshire SEND Provision Matrix over at least two terms, and some support at Element 3 level. Specific records of the learner's progress through the review cycle have been kept, which suggest that they have a need for continuing support at Element 3 level, and that this need is likely to be long term.

Criteria 3

Suitably qualified external specialists have contributed over time to the review and refinement of evidence based interventions carried out by the setting, and can comment on their implementation. This will include the involvement of an Educational Psychologist.

Criteria 4

The educational setting has fully and appropriately used its delegated funds, as demonstrated by a fully costed individual provision map, including records of targeted intervention and review.

Education Health Care Plans (EHCPs) must be reviewed formally every 12 months. Pupils with EHCPs will also have Individual Learning Plans (with short term targets informed by EHCP Outcomes) which will be reviewed at least termly.

10. Staff training / CPD

It is the responsibility of the SENCo to update all staff with regards to any changes in SEND procedures and assessment tools. The SENCo will provide whole school INSET or CPD sessions if, or when, any SEND training needs are identified.

All staff receive ongoing professional development training on high quality teaching and learning, including that for children with SEN. This training is balanced between general and specific support for children with SEN. An on-going programme of training is provided to relevant staff. Recently staff have had training in supporting children with Autistic Spectrum disorders, supporting children with Attachment difficulties and delivering interventions to support reading development. A variety of agencies, including specialist teachers, train staff on an on-going basis for the individual needs of pupils as they arise.

11. SEND Information and Advice Support Service (SENDIAS)

In keeping with the guidance contained in the 2014 Code of Practice, Rokeby Primary school aims to ensure that parent/carers are fully involved and consulted over their child's progress and provision, including the drawing up of Individual Learning Plans and termly reviews.

In addition, parents of children with SEND can receive free and impartial support and advice from Warwickshire's SEND Information and Advice Support Service. Contact details below:

SENDIAS (Kids)
Exhall Grange Specialist School,
Easter Way,
Off Pro Logis Park,
Coventry
CV7 9HP
Telephone - 024 7636 6054
Email: warwickshire@kids.org.uk

12. Complaints and Appeals

In the event of any complaint being made, the SENCo should be contacted in the first instance. Should the matter remain unresolved:

- the case will be passed to the Head of School for further investigation
- the case will be passed to the SEND Governor for further investigation
- formal complaints should be made in writing and the school Complaints Policy (available on the school website) should be followed
- free mediation is also available from SENDIAS

Parents/carers can appeal decisions made by the local authority regarding their child's special educational needs.

Parents/carers can also appeal to the tribunal if the school or local authority has discriminated against their disabled child.

Information for appeals can be found at:

<http://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

13. Transition arrangements

Some children who join our school are already diagnosed with a special education need. Information is passed on to the school from the child's previous school and this is used by the SENCo and the school's staff team to appropriately adapt provision. In some cases the SENCo and class teacher will hold a meeting with staff from the previous school to discuss the pupil's needs prior to their starting.

In addition Rokeby has an established transition programme with our main feeder schools which include regular visits and familiarisation process.

When children leave our school at the end of Year 6, the SENCo and the Year 6 team meet with the receiving school's SENCo and Head of Year. Information is shared both verbally and in writing by transferring the child's SEN file containing all assessments and records used to support the child's progress during their time at our school, to the receiving school. If appropriate, additional visits are arranged by children to their secondary schools to support transition. For children with an EHCP a transition package may be provided by the Specialist Teaching Service. This begins in the summer term of year 6 and continues until October half term of year 7.

14. External Agencies

The SENCo maintains a professional dialogue with all external agencies involved with a child, or will initiate a professional dialogue if external support is required. External agencies regularly attend Rokeby Primary School to review children with SEND in order to ensure the correct and appropriate provision is in place. This includes a specialist teacher from STS who spends one day a week at Rokeby. She carries out assessments, observations and direct work with pupils as well as providing advice and recommendations to teachers. The SENCo and specialist teacher work together to carry out termly evaluations and devise action plans.

We have access to...

Specialist Teacher Service and Educational Psychology Service (for learning, social, emotional and mental health difficulties, hearing and visual impairments, training and advice)

Physiotherapy and Occupational Therapy services

Speech and Language Therapy (SALT) service

School Nurse

CAMHS (Child and Adolescent Mental Health Service)

Family Support Services

Social Services

Looked After Children (LAC) Service

Warwickshire Transport Services

Warwickshire Local Offer

Warwickshire County Council has produced a Local Offer for parents with children who have SEND which shows what is available within Warwickshire.

<https://www.warwickshire.gov.uk/send>